

# **M.F.A. in Creative Writing Academic Assessment Plan 2012-2013**

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## Table of Contents

Academic Assessment Plan for M.F.A. in Creative Writing.....	3
A. Mission .....	3
B. Student Learning Outcomes and Assessment Measures .....	3
C. Research.....	4
D. Assessment Timeline.....	4
E. Assessment Cycle .....	5
F. Measurement Tools.....	5
G. Assessment Oversight.....	6
Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric.....	7
University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued.....	8

# Academic Assessment Plan for M.F.A. in Creative Writing

College of Liberal Arts and Sciences

## A. Mission

The **MFA in Creative Writing** offers advanced study and practice in the composition of creative writing. Students may follow one of two tracks, Fiction or Poetry, and in the first two years will take workshops, forms courses, tutorials, seminars, and electives. Ideally the third year is devoted solely to the MFA thesis.

The Department's nationally-prominent faculty is dedicated to the common pursuit of the university's threefold mission—teaching, research and service—and to preparing graduate students in those areas, as well. Graduate students enjoy rich intellectual and creative opportunities both inside and outside of the classroom. The MFA program supports graduate students in the creation of new knowledge and literature and the pursuit of new ideas. The program strives to create a broadly diverse environment necessary to foster critical thinking, reading, and writing skills. This important mission is manifest at all stages of graduate education from recruitment of new graduate students to course design and rigorous, professional mentoring of each graduate student in his or her research. Because our program cultivates a critical understanding of the cultural and material conditions that shape the production of historical and contemporary texts, we align with the College mission to help students "understand our place in the universe" and disseminate knowledge by engaging with "fundamental questions" in the arts and humanities.

## B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
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Knowledge	1. Students write an extended draft of an original complete work in their genre.	MFA Thesis evaluation and oral defense (see rubric).	Campus
Skills	2. Students learn to teach an entry-level creative writing course and/or an entry-level writing course in a professional manner, organizing and delivering content in a mode appropriate to audience.	Supervisory review and comprehensive scores from student evaluations.	Campus
Professional Behavior	3. Students perform public readings of their original work.	Supervisory review of public readings.	Campus

### C. Research

The MFA is a writing-intensive graduate program designed to increase the knowledge and skill level of creative writers working primarily in fiction and poetry. The program offers a combination of workshop apprenticeship and more research-based training; for the latter, students are required to take three graduate-level English Department seminars and also one "forms" course, a course focused on the history and current iterations of fiction or poetry. The program requires the composition and successful defense of a creative thesis, a book-length work of fiction or poetry. Some graduates of the MFA program continue on to PhD-level work in English; most do not.

### D. Assessment Timeline

Program M.F.A. in Creative Writing

College of Liberal Arts and Sciences

Assessment	Assessment 1
SLOs	
Knowledge	
#1	MFA thesis evaluation
Skills	

#2	Teaching evaluation
Professional Behavior	
#3	Review of public reading(s)

## E. Assessment Cycle

Assessment Cycle for:

Program M.F.A. in English College of Liberal Arts and Sciences

Analysis and Interpretation: annually

Program Modifications: as needed

Dissemination: annually

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge							
#1		X	X	X	X	X	X
Skills							
#2		X	X	X	X	X	X
Professional Behavior							
#3		X	X	X	X	X	X

We assess SLO #2 annually for each student. All other SLOs are assessed in Year 3, in the second semester. Because we have new groups admitted each AY, however, we assess all 3 SLOs each year.

## F. Measurement Tools

**SLO 1** (Content Knowledge): MFA Thesis Evaluation Rubric; also Oral Exam (*The MFA Thesis* is written under the direction of a member of the graduate faculty, the Supervisor, who, with two other faculty members, constitutes the Committee, which must approve the thesis. The Committee conducts a final oral examination on the thesis.)

**SLO 2** (Skills): Teaching Evaluation Rubric; also University-administered student teaching evaluations (each semester), and annual supervisory teaching observation and evaluation (written, delivered after classroom observation by a faculty member, with supervision from the Director of Graduate Student Teaching.)

**SLO 3** (Professional Behavior): Reading Evaluation Rubric. Assessment of public reading of work(s). (Students participate in two or more public readings of their work every academic year).

Another measurement tool for the MFA program is the Annual Review, which reviews student progress annually, reporting on completion of courses, formation of thesis committee, GPA levels, and other benchmarks of program success. The Graduate Coordinator conducts this review, in consultation with the graduate faculty who serve on student committees.

### **SAMPLE TOOL: MFA Thesis Evaluation Rubric (SLO 1, Knowledge)**

<b>SLO</b>	<b>Exceeds 4</b>	<b>Achieves 3</b>	<b>Minimally Achieves 2</b>	<b>Does Not Achieve 1</b>
Students write an extended draft of an original complete work in their genre	In an extended draft of an original work, student demonstrates excellent technical skills, strong thematic coherence, and the capacity to make stylistic and formal choices that advance his or her project. Student's work shows excellent knowledge of the tradition in which s/he is working, and creatively contributes to or revises that tradition. The draft is highly polished and near-ready for publication.	In an extended draft of an original work, student demonstrates strong technical skills, the capacity to make stylistic and formal choices to advance his or her project, and appropriate thematic coherence. Student's work shows strong knowledge of the tradition in which s/he is working, and may creatively contribute to or revise that tradition.	In an extended draft of an original work, student demonstrates adequate technical skills, though there may be occasional lapses. The student generally makes appropriate stylistic and formal choices to advance his or her project, and attempts thematic coherence. Student's work may or may not demonstrate knowledge of the tradition in which s/he is working.	In an extended draft of an original work, there may be frequent lapses in technical skills, inappropriate stylistic and formal choices that fail to advance the project that s/he has developed, or inadequate thematic coherence. Student's work may not demonstrate adequate knowledge of the tradition in which s/he is working. The draft may also be insufficiently ambitious or too short.

## **G. Assessment Oversight**

<b>Name</b>	<b>Department Affiliation</b>	<b>Email Address</b>	<b>Phone Number</b>
Kenneth Kidd	Department Chair	<a href="mailto:kbkidd@ufl.edu">kbkidd@ufl.edu</a>	294-2801
Sidney Dobrin	Graduate Coordinator	<a href="mailto:sdobrin@ufl.edu">sдобrin@ufl.edu</a>	294-2875
Stephanie Smith	Associate Chair	<a href="mailto:ssmith@ufl.edu">ssmith@ufl.edu</a>	294-2874

## Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at <http://www.ua.assessment.edu>

Program:		Year:			
Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Mission Statement	Mission statement is articulated clearly.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.				
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Measurement Tools	Measurement tools are described clearly and concisely.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of at least one measurement tool.				
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				